2010 Annual School Report
Murwillumbah South Infants School

NSW Public Schools – Leading the way
Our school at a glance

Students
The students at Murwillumbah South Infants School are a wonderful group of young people who are eager to learn and enjoy coming to school each day. In 2010, there were 16 students enrolled at Murwillumbah South Infants School.

Staff
The teaching staff at Murwillumbah South Infants School are committed to the school and its students. They bring a dynamic blend of experience and enthusiasm to the daily challenge of meeting the learning needs of all students.
All teaching staff meets the professional requirements for teaching in NSW public schools.
The non-teaching staff at Murwillumbah South Infants School are also committed to the school and its students. They bring a dynamic blend of experience and professionalism to the daily challenge of meeting the needs of all students.

Significant programs and initiatives
In 2010, several highly successful programs and initiatives operated within the school. These included:

- Reading Recovery – District Program;
- Completion of the new library (BER);
- DET School Swimming Scheme for Year 2 students;
- Japanese lessons.

Student achievement in 2010
The students attending Murwillumbah South Infants School consistently strive to achieve their personal best. Significant gains in Literacy and Numeracy were made in 2010.

Messages

Principal’s message
Murwillumbah South Infants School saw several staff changes this year. Mrs. Rowsell was the relieving Principal during term one and at the end of this term she accepted a position as Principal at Tumbulugm Public School. At the beginning of term 2, I was thrilled to accept the permanent position of Principal at Murwillumbah South Infants School. The classification of the school changed from a PP5 to a PP6 and this saw Mrs. Kester transferred to Murwillumbah Primary School. Mrs. Buie took on the relieving position of School Administrative Manager.

Murwillumbah South Infants School provides a warm, secure environment that nurtures not only excellence in all areas, but the development of the whole child. Murwillumbah South Infants School consistently caters for the social, emotional, physical and intellectual development of each student.
The staff at Murwillumbah South Infants School provides innovative and high quality educational programs to meet the needs of all students. The students had a very productive year participating in many rich and varied learning experiences offered by their teachers. Each student is encouraged to achieve and their achievements acknowledged regularly. This builds strong foundations for the students. The commitment of the parent body is greatly appreciated by the staff and students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Brendan Quinn

P & C message
The P&C committee has been involved in a number of events and fundraising activities throughout the year. The popularity of “Monday Munchies” continues to grow.

Kevin Palmer began the year as President of the P & C until his resignation during Term 3. In Term 2, a crazy hair and pyjama disco was held and it was a great success. During Term 3, the major fundraiser was a Lamington Drive. In Term 4, a small disco was held at the conclusion of the Christmas Carols evening. A very successful raffle was also held on that night.

At the annual presentation afternoon, the P & C kindly donated a book prize to each student in the school.

Luke McVeigh, President P & C Association
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>2007</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>2010</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

Management of non-attendance

Due to being a small school, non-attendance of students is monitored closely by all staff at Murwillumbah South Infants School. Unless previously notified, after two consecutive days of being absent the students’ parents/guardians are contacted to ascertain the reason/s for their absence. Regular contact is maintained with parents. Parents of students with poorer attendance are interviewed and if an improvement in attendance is not identified, reports are made to the Home School Liaison Officer for further action.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>93.1</td>
<td>90.6</td>
<td>94.8</td>
<td>94.1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>93.3</td>
<td>92.8</td>
<td>90.1</td>
<td>93.2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes
Murwillumbah South Infants School has one composite K/1/2 Class.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. There are no Indigenous staff members at Murwillumbah South Infants School.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.996</td>
</tr>
<tr>
<td>Total</td>
<td>2.406</td>
</tr>
</tbody>
</table>

Staff retention
The school lost one permanent teacher due to a decline in numbers, therefore, the status of the school changed from PP5 to PP6.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
Inclusivity is a unique attribute of the school. All students are included in all school activities. This has built an atmosphere of cohesiveness and care for each other across the school.

Achievements

Arts
In 2010 students were highly engaged in units of work in the four strands: Drama, Dance, Music and Visual Arts.

In Drama students experimented with improvised acting in storytelling, dress-ups, mime and movement to music. Students were given the opportunity to perform individually, in pairs and small groups. They used movements and facial
expressions to perform Poetry by Kenn Nesbit: My
Pet and Getting Dressed for School for parents at
weekly assemblies. In the play Hansel and Gretel
students participated in a variety of parts both
spoken and mimed learning to sequence events
to tell a story as part of a cast of characters.

In Dance students learnt steps in unison with the
class to perform dances from Mike Jackson’s
Social Dancing program. Students were challenged
to follow instructions to music for
several dances including The Bus Stop, Rig-a-Jig-
Jig and The Brown Jug Polka. For the annual
disco night children practiced familiar favourites
that included The Chicken Dance, The Macarena
and the Hokie Pokie etc.

In Music students used percussion instruments to
perform Nursery Rhymes to music exploring beat
patterns and timing. The percussion
complimented units of work from the program,
‘Ukulele from the
Beginning’. Students learnt how to tune their
ukulele and how to
position their fingers for chords and to strum
several songs. Chord C was used for the song
Animal Farm, Chord G7 for London Bridge and
Chord F for This Old Man. The program
culminated in a performance for the School
Education Director, Darlene Arkinstall

As part of the music program songs were practiced and sung for parents at the end of year
Christmas Carols evening at school. The four
songs, Santa Claus is coming to Town, Aussie
Jingle Bells, Silent Night, and Santa Wear Your
Shorts Tonight were sung in rounds and in unison
with actions. Students wore Santa hats for the
occasion.

In Visual Arts students explored different mediums
in painting, drawing, printing, sculpture and
photography. The
excursion for Visual Arts
was a tour of the Tweed
River Regional Art Gallery
with a focus on the
Operation Art Exhibition, a
Dept. of Education initiative that sources artwork
from around NSW from primary school students.
Students read about each work and listened to a
talk from the gallery staff. They choose a favourite
artwork to copy and write about.

For the Tweed Valley Banana Festival, children
investigated how masks are used to change
character. With the theme Villains and Heroes
they created and displayed their masks in the
shop front, ‘Beverley’s on Main’ in the town
centre.

Australia Day was the theme for a painting
inspired by the indigenous author and artist Elaine
Russell in which students explored colour mixing
and an understanding of foreground and
background illusion in 2D space. The finished
works were displayed in the school.

The theme for the Les Peterkin Portrait Prize for
2010 was ‘Smile’. All students produced a
collaged self portrait that included drawings of
things that made them smile. All finished works
were submitted for judging. Four students were
selected for inclusion in the folders as a part of the
exhibition. A Judges Award was awarded to
Kindergarten student, Jude Jamieson. Jude
received a prize and certificate at the public
opening attended by parents the community, the
gallery director, prize organizes and artists. The
artwork was framed and hung in the Tweed River
Gallery Exhibition that ran for three weeks. Year
One student, Thomas Wulff’s work was selected
as the artwork to promote the LPPP in all
advertising materials.

To finish on a creative note, sculpture lanterns
were made from rice paper mache over balloons
and decorated in Christmas cut-outs. These were
displayed at our end of year carols night that was
attended by parents and community members.

Sport

The students participate in many sporting
opportunities in school and at local level. This
year the students attended the Small
Schools’ Athletics
Carnival at Cudgen and
the Small Schools’ Ball
Games Carnival at
Murwillumbah.

Unfortunately our MSIS
sports carnival was
postponed due to
inclement weather three times. Year 2 participated
in the DET School Swimming Scheme Program.
Sport sessions were held each Tuesday and
Thursday afternoon and these proved very
successful.
Other

Mrs. Tonia McLeod, Student Learning Support Officer and Mrs. Cheryl Buie, relieving School Administrative Manager received a North Coast Public Education Award for “Excellence in Service to Public Education”. Their commitment and dedication to Murwillumbah South Infants School is second to none.

Significant programs and initiatives

Aboriginal education

One Aboriginal child was enrolled at Murwillumbah South Infants School in 2010.

Aboriginal perspectives are integrated across all Key Learning Areas. This practice has encouraged discussion which has given students a broader understanding and respect for Aboriginal history and culture.

In Term 2, students completed a unit of work titled; “In the Past” and they also participated in NAIDOC Week activities at Duranbah Public School.

Aboriginal ownership of the land is recognized and acknowledged at weekly assemblies and special occasions through “Acknowledgement of Country”.

Multicultural education

Tolerance and cultural diversity are promoted through the acknowledgment of special events and celebrations which are reflected in units of work studied by our students.

We encourage our students to develop the skills, knowledge and attitudes required to be part of a multicultural society. Multi-cultural perspectives are integrated across the curriculum.

In Term 1, students participated in Harmony Day. The day consisted of a variety of workshops focusing on Indian and Aboriginal cultures, just to name a few.

Students are also immersed in weekly Japanese language and cultural learning experiences. In Term 2, students participated in a Japanese Focus Day. Traditional dancers from the Sakura Dance Company and drummers from the Taiko Drumming Group performed. Mr. Ken Matsuto gave a fantastic Sumo display.

Respect and responsibility

The school behaviour program encourages all students to be respectful of others and to develop a responsibility for our actions. This has been evident through the strong development of sense of pride and community commitment. All students demonstrated responsibility in leading the weekly school assemblies and respect in their interaction with others.

Students value their participation in assemblies and community events such as ANZAC Day.

The children feel safe, secure and confident in their school environment and they take responsibility for their actions. They support one another and mutual respect is shown by the whole of the school community. All staff support the school student welfare policy.

National Partnership Program

Throughout 2010, Murwillumbah South Infants School started planning and preparing to commence on the National Partnership Program in 2011. The whole school community participated in surveys and discussions, which resulted in a rigorous situational analysis being developed.

As a result of this, the main finding was that the whole school community would like to maintain a Student Learning Support Officer in the school. Mrs. Tonia McLeod would remain in this position.

Connected learning

A video conferencing system was installed late Term 4 in the library. With a greater availability of time, this system will be better utilised next year.

Murwillumbah South Infants School has two interactive whiteboards and these are located in the main classroom and the library.

Other programs

Priority Schools Program

The school was identified as a PSP participant for the 2009-2011 funding cycle. The school is well resourced. Our school benefits from PSP funding to improve literacy and numeracy outcomes for all students.
The PSP staffing supplement has been used in conjunction with PSP funds to provide learning support for targeted students K-2 through the establishment of small groups within the classroom structure. This enabled explicit teaching of literacy and numeracy.

The school used outcome-based assessment in conjunction with standardised testing to assess performance.

**Environmental Programs**

The whole school joined with Bunnings, South Tweed Heads to build and plant a vegetable garden. Students were actively involved in regular planting, weeding and harvesting of vegetables from their garden.

**Special days**

In Term 1, students participated in an excursion to Tropical Fruit World at Duranbah. This linked in with their units of work in Science and Human Society and its Environment. In Term 2, the school had a visit from the local fire brigade. The fire truck came into the school grounds and the students were provided with an opportunity to explore the truck and see the fire hose in action! Students also participated in an interschool sports tabloid carnival with K/1 from Tumbulgum Public School. This event was deemed a huge success.

Term 3 also proved to be a busy one. Students participated in NAIDOC Day activities at Duranbah Public School. These outstanding cultural learning experiences provided an excellent opportunity for students to further develop an understanding and an appreciation of Aboriginal culture. A Japanese Focus Day was also held. Students dressed in traditional costume and they delighted in participating in a sumo lesson, participating in traditional Japanese dance lessons and drumming lessons. After that they dined on a feast of Japanese food. The day culminated in students flying their beautiful kites. We also participated in the local Banana Festival Parade.

In Term 4 the students went on an end of year excursion to the Tweed River Agricultural Show. In Science, students were studying a products and services unit of work titled, “From Here to There”. At the show the students saw local producers first hand. The children enjoyed watching sheep being shawn and cows being milked and discovered local produce and crafts in the pavilion. Every student in the school participated in creating artworks which formed the major display focus with corn plants and their roots around an old tractor.

**Progress on 2010 targets**

**Target 1**

To increase term 1 Best Start cluster levels by two clusters by week 6 term 4 for years K – 2.

Our achievements include:

- 67% of ES1 students are reading independently at Reading Recovery Level 10 or higher.
- 33% of ES1 students (1 student) are reading at Reading Recovery Level 2.
- 67% of ES1 students moved 2 cluster levels in the Best Start Learning Framework in Number (LFIN) in all of the 4 areas assessed in numeracy.
- 33% of ES1 students (1 student) moved 2 cluster levels in the Best Start Learning Framework in Number (LFIN) in 2 of the 4 areas assessed in numeracy.
- 13% of Year 1 students are reading independently at Reading Recovery Level 28 or higher.
- 62% of Year 1 students are reading independently at Reading Recovery Level 18.
- 25% of Year 1 students are reading independently at Reading Recovery Level 10.
- 75% of Year 1 students achieved Sound in Literacy by the end of 2010.
- 34% of Year 2 students are reading independently at Reading Recovery Level 30 or higher.
• 66% of Year 2 students are reading independently at Reading Recovery Level 26 or higher.
• 100% of Year 2 students achieved Sound in Literacy by the end of 2010.
• More work is needed on both grammar, punctuation and spelling to consolidate and enhance the above target.
• Team teaching for writing sessions.
• Classroom practices demonstrated Quality Teaching elements embedded in programs and delivery.
• Developing and maintaining high expectations for all students.

Target 2
For all students to increase Term 1 Numeracy Learning Framework in Number (SENA) so as stage commensurate by Term 4 Wk 6.

Our achievements include:
• Implementing the Best Start Kindergarten Assessment initiative.
• 67% of Early Stage 1 students moved 2 cluster levels in the Best Start Learning Framework in Number (LFIN) in all of the 4 areas assessed in numeracy, therefore, being commensurate with stage outcomes by term 4, 2010.
• In numeracy, 75% of Year 1 students achieved level 5 or above on the LFIN and were commensurate with or working above stage outcomes by term 4, 2010.
• In numeracy, 100% of Year 2 students achieved level 5 or greater on the LFIN and were commensurate with stage outcomes by term 4, 2010.
• Developing and maintaining high expectations for all students.
• Improved quality teaching and learning.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations on “Levels of Community Engagement”.

Educational and management practice
Community Engagement

Background
In 2010 the school community was questioned in the form of a written survey on their views of levels of Community Engagement within our school community.

Findings and conclusions
• 81% strongly agreed and 19% agreed that parents and carers are encouraged to be involved in their child’s learning. This clearly shows that Murwillumbah South Infants School is a school where parents feel very welcomed and that staff are very approachable.
• 69% strongly agreed and 31% agreed that Murwillumbah South Infants School clearly communicates to parents and carers about the progress of its students.
• 90% of parents suggested that they would like to have their child/ren provided with more exposure to the operation of local products/services and businesses within the local community. They identified the importance of integrating this with Key Learning Areas at school, namely Literacy and HSIE.
• 93% of families were very impressed with the Indigenous and multicultural teaching and learning experiences that were provided to their children. 7% (one family) felt that there was too much emphasis placed on this.
- 19% strongly agreed and 44% agreed that parents, carers and community members, including the local and/or regional Aboriginal Education Consultative Group (AECG), are involved in the development and monitoring of key activities in the school plan. 37% of respondents did not know.
- Overall, the levels of parent/community satisfaction in school communication and involvement were high. This was a very pleasing result.

**Future directions**

We will continue to promote our school to the wider community through the use of regular “good news” stories. Parents and members of the wider community, including members of the Aboriginal Education Consultative Committee (AECG) will be consulted in the development of art and cultural workshops.

**Curriculum**

**Literacy and Numeracy**

**Background**

In 2010 the school community was questioned in the form of a written survey on their views of Literacy and Numeracy within our school community.

**Findings and conclusions**

- 100% of teaching staff were aware of the K-6 literacy and numeracy syllabus and support documents, and the responsibility of all teachers to competently teach literacy and numeracy, as well as effectively documenting and registering this in their teaching programs.
- 100% of teaching staff identified the importance of integrating literacy across all KLA’s.
- 100% of students believe that English is an important subject to learn.
- 87% of students believe that the literacy activities used in class *almost always* help them to learn and 13% of students believe that the literacy activities used in class *sometimes* help them to learn.
- 100% of students believe that Mathematics is an important subject to learn.
- 93% of students believe that the numeracy activities used in class almost always help them to learn and 7% of students believe that the numeracy activities used in class *sometimes* help them to learn.
- 63% of parents strongly agreed and 25% agreed that class activities are consistently interesting and engage students in learning. 12% of respondents did not know.
- 100% of parents are very satisfied with the current literacy and numeracy programs that are operational in the school. They would like to ensure that a major focus on literacy, namely reading, is maintained, especially for those students who need additional assistance.

**Future directions**

The school will continue to pursue quality teaching opportunities for students, in addition to quality professional learning opportunities for staff. It was strongly agreed by parents and teachers that integration of literacy learning continue to be extended into all KLAs.

The school will also continue to increase student engagement through effective quality teaching strategies and the provision of quality resources to complement teaching and learning.

Parent information sessions will continue in Literacy and Numeracy, therefore enabling parents to further support their child/ren at home.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Students:**

Our school is a great place to learn.
We do lots of fun things in literacy and numeracy groups.
We love all the beautiful things we do in art.

**Parents:**

A fantastic nurturing environment, we’re very happy.
MSIS is a great safe, secure and friendly place to learn.
The staff are supportive, caring and nurturing.
Murwillumbah South Infants is an awesome school.

**Staff:**

All staff consistently work as a part of a team to ensure the best possible outcomes for our students in all aspects of school life.
The close community connection between students, parents and staff makes Murwillumbah South Infants School such a truly wonderful place to be an educator.
Professional learning

Staff participated in a variety of professional learning opportunities. These included the Principal’s Induction Conference, Small School Professional Learning Network sessions, district training in the Best Start Kindergarten Assessment initiative, Literacy and Numeracy workshops and Connected Classroom training on Term 4 staff development day.

Five professional learning days were held on day one in terms 1,2,3 and the final two days in term 4.

School development 2009 – 2011

We have three priority areas for 2011 and will address the Department of Education and Training priorities through these targets. For more information regarding other priority areas, please refer to the 2009 – 2011 School Plan.

Targets for 2011

Target 1

For all students to increase Term 1, K-2 Literacy Continuum cluster levels by at least two clusters by Term 4, Week 6.

Strategies to achieve this target include:

- All Kindergarten students will be benchmarked and monitored using the Best Start Continuum.
- All Year 1 and Year 2 students will be benchmarked and monitored according to the K-6 Literacy Continuum.
- Explicit teaching strategies clearly evident in a well planned literacy program.
- Developing and maintaining high expectations for all students.

Our success will be measured by:

- Individual student progress of at least 1 level on the Best Start Continuum, as evident in classroom programs, twice per semester.
- All Year 1 and Year 2 students are benchmarked and monitored according to the CMIT Learning Framework in Number, twice per semester.
- Developing and maintaining high expectations for all students.

Target 2

For all students to increase Term 1 Numeracy Learning Framework in Number (SENA) so as stage commensurate by Term 4 Wk 6. (End of year levels vary per grade on LFIN)

Strategies to achieve this target include:

- All Kindergarten students are benchmarked and monitored using the Best Start Continuum, as evident in classroom programs, twice per semester.
- All Year 1 and Year 2 students are benchmarked and monitored according to the CMIT Learning Framework in Number, twice per semester.
- Developing and maintaining high expectations for all students.

Our success will be measured by:

- Individual student progress of at least 1 level on the Count Me In Too: Learning Framework in Numer/SENA and Best Start Continuum per semester.
- K-2 numeracy programs containing tracking & monitoring systems of all students based on syllabus outcomes and the Count me In Too: Learning Framework in Number/SENA

Target 3

To increase the Development of Home, School and Community Partnerships as determined by the Priority Schools’ Reflection and Planning Matrix by one level.

Strategies to achieve this target include:

- Increased parent participation in resource making workshops conducted and parent information sessions implemented.
- Parents and staff complete the Reflection and Planning matrix to determine areas of strength and weakness.

Our success will be measured by:

- Increased participation rate of parents in school workshops from 10% to 50%.
- Pre and post surveys using the Reflection and Planning matrix indicating growth and an improvement in home, school and community partnerships.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Brendan Quinn           Principal
Francesca Yasukawa     Teacher
Desley Watterson       SAM
Tonia McLeod           SLSO
Alison Wulff           P & C Secretary

School contact information

Murwillumbah South Infants School
River Street
Murwillumbah South NSW 2484
Ph: 02 66721323
Fax: 02 66725859
Email: murwillums-p.school@det.nsw.edu.au
Web: www.murwillums-p.school.nsw.edu.au
School Code: 5172

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr